

# CHILD CARE PROVIDER

A student who has completed the Job Corps Child Care Provider program is equipped with the skills to contribute to the workplace as a valued employee from day one. Competence in academic and vocational skills is required for graduation. In addition, Job Corps students learn employability and technological skills. To complete his or her Child Care Provider training, a student must master skills in these categories:

## **EARLY CHILDHOOD DEVELOPMENT**

Identify and understand child development principles and methods including: orientation and documenting plan with instructor; understand child development training, objective and requirements, the teaching method and student evaluation procedures and the state child-care regulations; demonstrate knowledge of child growth and developmental principles including physical, social, emotional and intellectual development, how young children learn, developmental expectations for an infant, toddler and preschool child.

## **SAFETY**

Demonstrate safety principles for field trips and personal safety for infants, toddlers and preschoolers; provide a safe environment: make sure indoor and outdoor areas are free of hazards and all toys are safe; supervise according to developmental level of children; maintain checklist for evaluating safety and sanitation for bathroom, kitchen, classroom and playground; understand center emergency procedures, evacuation plans, fire regulations; demonstrate use of fire extinguisher; practice proper handwashing techniques; act as a role model for good health; pay attention to neat and clean personal procedures; be aware of childrens' safety on playground, field trips or in the classroom; promote good health and nutrition: implement general hygiene procedures; encourage health maintenance habits; promote health and hygiene through diapering/toileting procedures; identify characteristics of a healthy child, symptoms of childhood illnesses; serve meals and snacks that meet the developmental needs of children; complete physical and TB tests, earn community CPR and first aid certification.

## **PHYSICAL AND INTELLECTUAL COMPETENCIES**

Offer activities for children to develop large and small muscles, create activities to meet individuals' needs and special needs of disabled children; help children develop senses; identify equipment and materials that promote intellectual development; provide activities that encourage curiosity, exploration and problem-solving skills including age-appropriate materials, interactions to support for play, exploration and learning and recognize individual learning styles; communicate with children and provide opportunities for support for children to develop language skills including communicating frequently, in a developmentally appropriate manner, encouraging children to speak, demonstrating active listening skills, responding positively to speaking, create an encouraging learning environment; provide opportunities that stimulate children to play with sound, rhythm, language, materials, space and ideas such as showing appreciation of individual expression and creativity.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

Provide physical and emotional security to each child: provide support; promote autonomy; demonstrate diapering/toileting procedures that are developmentally appropriate and set up to encourage self-help skills; provide opportunities for group acceptance, communication and cooperation and encourage feelings of empathy and respect.

## **DISCIPLINE, MANAGEMENT AND GUIDELINES**

Behavior modification strategies: demonstrate ability to distract infants, redirect actions of toddlers and discuss consequences with preschoolers.

## **ESTABLISH POSITIVE AND PRODUCTIVE RELATIONSHIPS WITH FAMILIES**

Demonstrate ability to maintain an open and friendly relationship with each child's family by initiating interactions on a daily basis.

**MAINTAIN A COMMITMENT TO PROFESSIONALISM**

Make decisions based on knowledge of early childhood theories and practices.

**CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH CHILD REGULATIONS**

Describe characteristics of physical abuse or neglect, sexual abuse, and emotional maltreatment as defined by state law, legal responsibilities of child-care workers in reporting suspected child abuse or neglect; identify state and local guidelines and procedures for reporting child abuse and neglect.